**GENERAL INFORMATION**

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| Subject | **Global History 3** |
| Topic | Industrial Revolution |
| Time | 2 day lesson |

**STANDARDS AND OBJECTIVES**

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| Standards | **RH.11-12.1** - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  **WHST- 9-10.8-** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation |
| Danielson | **3c- Engaging students in learning**  **3d: Using Assessment in Instruction** |
| Lesson Objectives  SWBAT... | * Identify and explain the 3 major environmental impacts of the Industrial Revolution (water pollution, air pollution/CO2 emissions and use of fossil fuels. * Conduct research on two of the environmental impacts for a developed nation and on a developing nation * Compare and contrast the the data for both nations. |
| AIM: | How did the Industrial Revolution negatively impact the environment? |

**MATERIALS AND RESOURCES**

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| Instructional Materials | Lesson powerpoint, June 2001 DBQ Essay and Documents |
| Resources | * [**http://www.nysedregents.org/globalhistorygeography/Archive/20010614exam.pdf**](http://www.nysedregents.org/globalhistorygeography/Archive/20010614exam.pdf) * [**https://www.acs.org/content/acs/en/climatescience/greenhousegases/industrialrevolution.html**](https://www.acs.org/content/acs/en/climatescience/greenhousegases/industrialrevolution.html) * [**http://www.water-pollution.org.uk/industrialwaste.html**](http://www.water-pollution.org.uk/industrialwaste.html) * **Computers with internet access** |

**INSTRUCTIONAL PLAN**

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| Do Now | Read the essay theme and task for the DBQ essay.  What is the essay task asking you to do? (put it in the form of a question or into your own words)   * Discuss the problems that industrialization has caused in the nations of the world * Explain how nations are responding to the problems created by industrialization   Turn and talk- share with a partner your interpretation of the task. How do your answers compare.   * Today we will focus on the first task- Discuss the problems that industrialization has caused in the nations of the world. |
| Mini Lesson: | 1. Mini lesson- Review impacts of the industrial revolution (students take notes as well as contribute to discussion of the water, air and use of fossil fuels during the Industrial Revolution) 2. Model- reading and analyzing data on the following CO2. students will use this data to begin their research.   This figure shows that the atmospheric concentrations of naturally occurring greenhouse gases—carbon dioxide (CO2, red), methane (CH4, blue), and nitrous oxide (N2O, green)—have varied over the past 650 millennia as the Earth has cooled (glacial periods, minima in the black curve) and warmed several times (interglacial periods denoted by the grey bars).     1. Introduce Research Tasks- students chose two impacts to focus their research on (one of which must be CO2 emissions). |
| Independent Student Practice | * Conduct research on two of the environmental impacts for a developed nation and on a developing nation * Compare and contrast the the data for both nations.   Research guidelines:   1. Must have at least 4 different sources. 2. One source must be a chart. 3. Students should use the Source Rubric to test the reliability of sources. |
| Closing Activity | Students share one source they plan on using, explain what information they gained and where on the source chart it falls. (1-5 scale) |
| Differentiation/  Grouping Decisions | Describe accommodations implemented to apply, adjust and meet the diverse learning needs of your students.   |  |  |  | | --- | --- | --- | | Group 1  Guided notes provided with coordinating websites for streamlined research. | Group 2  Scafolded research questions. | Group 3  Graphic organizers for organized research | |
| Student Assessment/Rubrics | |

Source rubric:

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| --- | --- | --- | --- | --- |
| 1  Unreliable | 2  Questionably reliable | 3  Somewhat reliable | 4  Reliable | 5  Most reliable |
| ~All opinion based  ~Heavily biased | ~Somewhat biased  ~little facts/details  ~leaves you questioning | ~Mixed opinion and facts  ~ Some bias | ~More facts than opinion  ~May show some bias | ~Mostly fact based  ~ little to no bias  ~multiple perspectives |

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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| Approaching | Meeting | Exceeding |
| * Minimally develops all aspects of the task * Is primarily descriptive; may include faulty, weak, analysis * Includes few relevant facts, examples, and details; may include some inaccuracies * Demonstrates a general plan of organization; may lack focus; may contain digressions | * Develops all aspects of the task but may do so somewhat unevenly * Is both descriptive and analytical * Supports the theme with relevant evidence, facts, examples, and details * Demonstrates a logical and clear plan of organization | * Thoroughly develops all aspects of the task evenly and in depth * Is more analytical than descriptive * Richly supports the theme with relevant facts, examples, and details * Demonstrates a logical and clear plan of organization; |